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ABSTRACT

This resource packet introduces students to the notion of community within a European context. Students examine the European Community as a community of independent countries and will become aware of some of the key characteristics of a community. The eight activities focus on developing multiple perspectives through the analysis of European integration and diversity. The eight activities include: (1) "Cooperation and Community"; (2) "The Concept of Community"; (3) "National Anthems and Music of European Countries"; (4) "Money Makes the World Go Around"; (5) "Caught between Two Cultures"; (6) "Newcomers at the Gate"; (7) "Fighting Problems Collectively"; and (8) "Decision Making and the European Community." Each lesson contains supplementary handouts and support materials. Several primary documents are incorporated into the lessons to present students with a range of perspectives on the topic being studied. Activities address a variety of multiple abilities, including analytical, visual/spatial, musical, and dramatic abilities. (EH)

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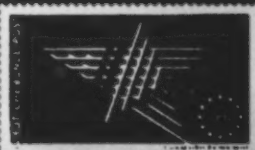
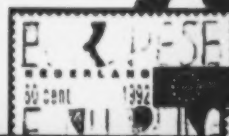
ED 389 644



COOPERATION AND COMMUNITY

THE EUROPEAN COMMUNITY - A COMMUNITY OF NATIONS

Grades 6 - 9



SPICE

Standard Program on International
and Cross-Cultural Education
A Program of the Institute for
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COOPERATION AND COMMUNITY: THE EUROPEAN COMMUNITY— A COMMUNITY OF NATIONS

A curriculum unit recommended
for grades 6-9

Developed by

Reinhold Steinbeck

and the staff of the Europe Project

Stanford Program on International and Cross-Cultural Education (SPICE)

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Unit Introduction

COOPERATION AND COMMUNITY: THE EUROPEAN COMMUNITY—A COMMUNITY OF NATIONS

Rationale

There are over 5 billion people on this planet now, living together in families, in communities, in towns, cities, nations, and communities of nations. The newest and by far the most developed community of nations is the European Community.

One face of the European Community displays diversity and universality; the other reveals common basic values and a striving for unity. On the one side, we see a disparate community of nations embracing many different cultures; on the other, a desire to develop a common identity, to make "Europe" European—but without succumbing to the colorless uniformity of "Europeanism." The shared experiences of European nations lie as much at the root of European integration as the realization that in an increasingly interdependent world, cooperation among individual countries is crucial.

Purpose

The aim of this unit is to introduce students to the notion of community within a European context. Students will look at the European Community as a community of independent countries and will become aware of some of the key characteristics of a community: identity, symbols; norms and values, conflict and collective action; interdependence; individual interest vs. group interest; unity and diversity; etc.

Multiple Abilities

Below follows a partial list of abilities students will need to complete the various activities. Please add to it.

Understanding and Analyzing Texts:

- understanding how texts fit into the big picture
- translating the message of the text into shorter phrases, slogans, or other forms
- identifying the main and subordinate points of an argument

unit introduction

Visual/Spatial Abilities:

- grasping the message of a picture
- recognizing or creating symbols
- having a good eye for detail and characteristic features so that the features come to represent a person, an event, a situation, etc.
- noting details in pictures

Musical Abilities:

- hearing or creating rhythmic patterns
- hearing or creating melodies

Dramatic Abilities:

- vocal and facial expression
- ability to make expressive gestures or movements
- ability to build up tension and resolve it through dialogue

Before you start with the orientation activity, we highly recommend to do the skill builder activity first. This skill builder activity will provide students with an opportunity for studying the concept of cooperation and collaborative effort, which are key components of any community.

Icons

The following icons have been provided for ease of reference:



Student Cards



Group Activity



Notes to the teacher



Background
Information



Audio Cassette

Group Work

This design of *The European Community: A Community of Nations* is based on many years of research in the Stanford School of Education by Dr. Elizabeth Cohen, and more recently Dr. Rachel Lotan, on how to increase student access to learning through group work. This research by The Program for Complex Instruction led to the development of a teaching approach and a model for curriculum materials. The teaching approach itself is a complex one and involves intensive staff development for full implementation. These materials are not designed to introduce that approach to the novice. They do, however, fit the model for curriculum materials and may be useful to teachers using the complex

unit introduction

instruction approach. It is our hope that material developed in this way will also be useful to teachers using other cooperative, small group teaching strategies.

Group work units contain 6-8 activities organized around a big idea, central question, or major concept of a discipline. Students rotate through a series of group activities designed to stimulate thinking and discussion about the big idea. When students report the results of their investigations, the teacher needs to ask questions that probe the students' understanding, make connections among the different activities, and address the fundamental content of the unit.

At the heart of these curriculum materials are resource materials which draw heavily on primary sources and provide students with greater access to the academic content of the unit. When students examine photographs or listen to tapes in addition to textual material, they have increased access to the learning task. Even students who cannot read at grade level will participate more.

Each activity includes a group project that is multi-dimensional and encourages the use of multi-media. These projects give more students the opportunity to contribute to the success of the group and demonstrate and be recognized for their own competence and understanding of the content. Increased participation is related to increased learning. These materials combine a group project which reinforces the students' interdependence and an individual report which holds students individually accountable.

An important feature of this curriculum model is the open-ended nature of the questions. Most questions do not have one right or wrong answer and the group products also depend on the group's decision. This design feature contributes to the development of higher-order thinking skills.

In *The European Community: A Community of Nations* two activities at the beginning are included to set the stage for studying the European Community and the concept of cooperation. The *Skill Builder Activity* identifies a behavior—in this case, cooperation—that will be relevant for the unit. The *Orientation Activity* introduces students to the concept of community and presents them with background information concerning the European Community.

At the core of the unit are six activities that specifically address the big question yet focus on different aspects of the European Community. The activity also includes a set of cards for the students: an *Activity Card*, which includes background information, questions, and a task the group must complete, one or more *Resource Cards* which are needed to complete the task, and an *Individual Report*, which serves to enforce individual accountability and to give the teacher a measure of the students' understanding of the big idea.

unit introduction

Reference Materials

Cohen, Elizabeth G. *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press, 1986.

PREPARING FOR GROUP ACTIVITIES

Structure

The Complex Instruction model is also based on the idea that true understanding of a concept comes only through working with that concept repeatedly. Ideally each group should have the opportunity to experience each activity—in this case the students go through six “rounds.” At least two or three rounds of activities are recommended. The chart below demonstrates how all the groups could experience six rounds.

Group A	Group B	Group C	Group D	Group E	Group F
Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Activity 6	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Activity 5	Activity 6	Activity 1	Activity 2	Activity 3	Activity 4
Activity 4	Activity 5	Activity 6	Activity 1	Activity 2	Activity 3
Activity 3	Activity 4	Activity 5	Activity 6	Activity 1	Activity 2
Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 1

Roles

Many teachers find that assigning roles to each member of the group encourages full participation. The following roles have been found effective:

- **Facilitator:** makes sure everyone understands the instructions; ensures that all the group members participate; calls the teacher if no one in the group knows the answer; and makes sure that all members of the group get the help they need.
- **Recorder:** makes sure group has notes from the discussion; and ensures everyone completes an individual report.
- **Materials Manager:** collects whatever materials are needed to complete the task.
- **Harmonizer:** makes sure communication lines are open; and makes sure there are no “put downs”.
- **Reporter:** organizes the group’s report to the class; discusses with the group what will be reported; and summarizes the activity to introduce the report to the class.

teacher preparation

Time and Suggested Sequence of Activities

The following sequence and suggested time is recommended for the activities:

ACTIVITY	SUGGESTED TIME
• Skill Builder Activity	1-2 hours
• Orientation Activity	1-2 hours
• Activities 1 through 6	1 activity per lesson
-Group work: reading the cards and answering the questions	30 minutes
-Preparing presentation	10 minutes
-Presentations	10 minutes per group

Materials and Equipment

- Compact Disc player and tape recorder
- Butcher paper
- Card stock
- Felt pens

Teacher Preparation

1. Each activity includes a set of cards for the students that are printed on heavy stock paper and on different colors. The Activity Cards are green and the Resource Cards are white. It is advisable to laminate the Activity and Resource Cards so that they can be reused. Another option is to insert them in plastic sleeves.
2. If the classroom equipment allows, each group should have their own table. The Cards and any equipment they will need should be on the table before the students get started.
3. Maintain a section of the classroom with materials for the students to complete their group tasks. This section should be designated so that the Materials Managers know where they can go to obtain supplies for their group.
4. Use a stopwatch or a simple kitchen timer to keep track of time for each segment of the activity.

Optional Activities

- If possible, videotape, record, or photograph the various groups' performances.

teacher preparation

- Have newsprint available for students to record any questions or comments they may have about the European Community and/or cooperation
- Encourage students to bring in newspaper articles, magazine articles, or information from the television on any aspect of the European Community and/or cooperation.
- Allow students to do extra-credit reports on any dimension of cooperation and/or the European Community.

COOPERATION AND COMMUNITY

Introduction

Cooperation has been one of the motivating forces behind the political and economic organization in the European Community. During the past 40 years European countries have channeled their collective energies and have worked towards common goals. Before students can grasp the significance of such efforts and the role cooperation and the collective spirit play in a community of nations, they must clearly understand and experience what it means to cooperate in group efforts.

This orientation activity provides students an opportunity for studying the concept of community and for initiating a discussion of the concept of cooperation as a possible model for problem solving. In the activity, students are confronted with a group task and are given guidelines for accomplishing the task. Through their own experiences at solving the group "problem," students will increase their awareness of how individual attitudes and behavior affect group achievement.

By exploring the role of cooperation versus competition among individuals within a small group, students will find it easier to go one step further and understand the role of cooperation and competition among independent nations. Thus, students will be able to explore the dimensions of community, conflict, and cooperation in an global context.

Objectives

- to experience the need for cooperation in accomplishing a mutual goal
- to explore methods of problem-solving involving cooperation and/or competition
- to investigate characteristics of a community and how members of a community work together
- to analyze the concepts of cooperation and competition and the potential role each individual may play in a community
- to relate their experiences in the activity to a global perspective

Materials

- Teacher's Guide, *Puzzle*
- Heavy colored construction paper

skill builder activity

- 5 envelopes per set
- Ruler • Marker
- Pair of Scissors

Time

The time requirement for this activity varies; however, as with any simulation game, ample time for debriefing is crucial. We recommend 1-2 class periods for the simulation activity and the debriefing session.

Suggested Procedures

Introduction to the unit

Give students a brief introduction to the unit. Tell them that they will learn about the European Community—a community of independent countries embracing many different cultures. These countries have decided to cooperate rather than compete with each other. They have given up some of their individual rights because they recognized the benefits of working for the good of the whole of Europe. Explain to the students that before they will discuss the European Community, they will explore the concept of cooperation and how it relates to communities in general.

Overview of simulation activity

Each group of five students will receive pieces of the puzzle. Together, these pieces will form five complete squares of equal size. However, the pieces allotted to each individual will be insufficient to form one of the desired squares. The group task is to find the right combination of pieces to form five equal-sized squares. At the end of the activity, each member of the group must have one complete square equal in size to all the other squares in the group. There are only three rules which group members must obey in accomplishing their joint task:

- No member may speak.
- No member may take a piece from another player, nor signal in any way that s/he wants a piece.
- Members may give pieces to one another.

In this way, sharing and cooperation are necessary if the group wants to solve the problem collectively.



Preparation:

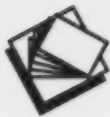
Prepare the pieces from the puzzle (see Teacher's Guide, *Puzzle*) and make a rules sheet for each group of five students. The rules sheet should state:

Objective of this activity: To form five squares of equal size

- Rules:
1. No member may speak.
 2. No member may take a piece from another player, nor signal in any way that s/he wants a piece.
 3. Members may give pieces to others.

Simulation Activity:

1. Divide the class into groups of five, and seat each group at a table, or arrange five desks in a tight circle (so that group members may easily see one another's progress). In classes not divisible by five, allow remaining students to act as "observers" and record the activities of a group of their choice.
2. Distribute a copy of the rules sheet to each group, explain the objective of the activity, and spell out the rules, stressing that the goal is not achieved until each group member has before her or him a perfect square and all five squares are of equal size. You may wish to tell students that the purpose of the exercise is to discover the best means for solving the problems, or you may simply have students play the game and determine the purpose afterward. Stress to students that there is no "winning" or "losing." Students are simply to "solve" the problem confronting them—to form 5 equal squares from the puzzle pieces.
3. Pass out the envelopes. One set of envelopes marked A, B, C, D, and E should go to each group. Instruct students not to open the envelopes until the signal to begin is given.
4. Give the signal to begin.
5. When you or the students serving as "observers" view behavior which is contrary to the rules, you may choose to let the group handle it, or you may intervene by reminding students of the rules. Such behavior will be investigated during the debriefing session.



skill builder activity

6. When all or most groups have finished, or when the students seem to have grasped the role of cooperation (vs. competition) in accomplishing a mutually defined goal, call time and bring the class together for a discussion of the issues. (Note that some students will interpret the activity as a "group task" while others will perceive it as five individual tasks, with each member solely responsible for making one square. The differences between groups should be addressed in the discussion.)

Debriefing:

As with all debriefing sessions following simulation games, feelings and frustrations must be aired immediately before discussing the heart of the issues. Therefore, the debriefing session is divided into three sections.

Section I: Airing Student Feelings

Ask each group to briefly describe what happened in their group. If students have helped to monitor the activity, ask them to share their observations. Ask students the following questions:

1. How did you feel while doing the activity? Did you experience any problems in completing the task assigned to you? If so, how did you solve the problems?
2. How did you feel when someone else held a piece you or some other member of your group needed and did not see the solution as you saw it?
3. What was your reaction when someone in your group finished her/his square and then sat back without caring whether their solution prevented others in the group from solving the problem?
4. What were your feelings if you finished your square and then began to realize that you had to break it up and give away a piece in order to enable another person in the group to form a square? How did you come to this realization? How and why did you finally make the decision to break up your square?
5. Did you observe people in your group breaking the rules in an effort to "direct" the group solution? Did people take pieces from you to keep for themselves or to redistribute to others? How did you and others in your group react to such actions if they occurred? Why do you suppose the person(s) involved acted against the rules?
6. What were your feelings towards members in your group? Did you develop a feeling of unity? If so, why? What motivated you to cooperate?

7. Did you learn anything about yourself from this activity? What did you learn? (The teacher may also want to relate the exercise to students' general attitudes and relationships to each other and to the teacher.)

Section II: Discussing cooperation and communities

Now that feelings of the groups have been aired, have students begin to relate the activity to larger issues of "groups", and the role cooperation plays in various groups. In particular, ask students to consider the foundations of "community" as a concept, using their knowledge of the communities they belong to as a basis for discussion.

1. What is a "community"? How does the concept of cooperation fit into the notion of a community? (Students should emphasize various aspects and characteristics of a "community", such as a wholeness that incorporates diversity; common economic, political, and/or cultural systems; mutually identified goals; interaction between individual and group interests; sharing of leadership roles; an ethic of caring and trust; etc.)
2. Can you think of communities you are a member of? (family, neighborhood, school, interest community such as sports team, choir, food cooperatives, union, etc.; city/urban community; ethnic; language community; economic community; community of nations; world community.)
3. Given your own experiences of being a member of various communities, what do you think are the advantages and disadvantages of being part of a community? (Write student responses on the chalkboard.)
4. Reflecting on your experiences in the simulation, what do you think are the pre-requisites for successfully organizing a community on the basis of cooperation? How are people motivated to pursue mutually identified goals rather than strive for individual recognition and achievement?
5. If you were to structure the social and economic organization of a model community, what organizational model would you choose? On what principles are the features of social and economic organization you have chosen based?

Section III: Community and Cooperation in a global context

So far, students explored the role of cooperation versus competition among individuals within a community. Going one step further, have students discuss the role of cooperation and competition among various countries. Have students explore the dimensions of cooperation and competition in a global context from both a historical and a contemporary perspective.

1. Historically, what role has competition played in the international arena? (Student responses will vary greatly. Important issues to

skill builder activity

bring up include: The European quest for territories and riches in the New World, Asia, and Africa; the role of "cultural supremacy" and colonization of peoples in the world, etc. Additionally, some people may focus on specific conflicts which are the direct or indirect result of international competition such as wars, arms build-up, etc.)

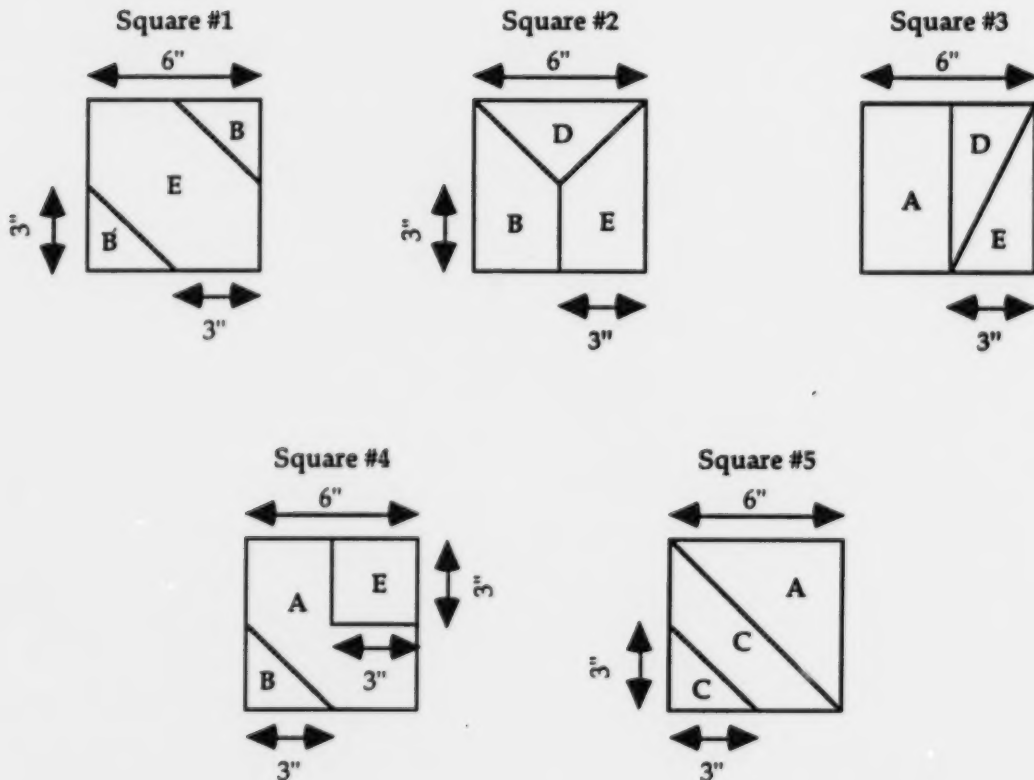
2. Historically, what role has cooperation played on an international scale? (Students may mention the issue of "international aid" as an example of cooperation, as well as such international organizations as the United Nations, the World Health Organization, UNICEF, etc.)
3. What are some of the mechanisms for international cooperation in the contemporary world? Do contemporary circumstances warrant new forms of international cooperation which were not necessary or possible in the past? (Students may bring up such matters as advanced transportation technology leading to increased contact among societies; the increasing realization of the finite nature of natural resources; the destruction of the environment, etc.)
4. How can we go about enhancing individuals' sensitivity to their role within the international as well as their national community?
5. Can you think of ways to help people realize that international cooperation is important? Pretend each group in the simulation activity was a nation. How could you help the different groups realize that cooperation among them is important?

TEACHER'S GUIDE: PUZZLE

Teacher Instruction

Make one set of squares for each group of five students. (If your class is not divisible by five, remaining students may serve as "observers.") You will need heavy colored construction paper, 5 envelopes per set, a ruler, a pair of scissors, and a marker.

1. Cut a set of five 6" x 6" squares of the same color. (Additional sets of squares may be cut from other colors, but all five squares within a set must be of the same color.)
2. Further divide the squares according to the diagrams below.
3. Label the pieces with the letters indicated below, and label five envelopes A, B, C, D, and E, respectively. Put all the pieces labeled A in the envelope marked A; B pieces in envelope B, etc.



Orientation Activity _____

THE CONCEPT OF COMMUNITY

The purpose of the orientation activity is to acquaint students with the concept of community and to introduce them to the European Community. If you have done the skill builder activity, you may skip Part One of the orientation activity.

Part One: Open class with a discussion of communities. Ask the students to arrive at a working definition for *Community*. Record their definitions on butcher paper.



Divide the students into groups. Ask the students to think about communities they belong to and their key characteristics. Have them list the answers on butcher paper. Have each group display its butcher paper and ask them to identify the key characteristics of these communities. The following list gives you a summary of the various types of communities as well as some of the key characteristics:

Types of communities:

- FAMILY
- NEIGHBORHOOD
- SCHOOL
- RURAL/URBAN COMMUNITY
- ETHNIC/LANGUAGE COMMUNITY
- RELIGIOUS COMMUNITY
- INTEREST COMMUNITY (UNION, FOOD COOPERATIVES)
- ECONOMIC COMMUNITY
- WORLD COMMUNITY

Key characteristics of a community:

- IDENTITY/SYMBOLS/SHARED CULTURE AND BELIEF SYSTEM
- NORMS AND VALUES
- INDIVIDUAL AND GROUP INTEREST
- UNITY AND DIVERSITY
- CONFLICT/COOPERATION/COLLECTIVE ACTION
- INDEPENDENCE/INTERDEPENDENCE
- DECISION MAKING
- INSTITUTIONS

orientation activity

- POWER AND AUTHORITY
- LEADERSHIP
- MEMBERSHIP

In closing Part One, the following points need to be mentioned:

- a community is part of the social environment in which a person lives
- community can refer to interpersonal relationships (family), to relationships between individual entities (nations and states), and to the actual physical area in which people live (neighborhood, city, etc.)
- each individual is part of various communities

Part Two: Divide class into small groups and distribute a copy of Handout 1, *Map of Europe* to each group. Ask them to label the following countries:

Belgium, Denmark, the Federal Republic of Germany, France, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain and the United Kingdom.

Before you debrief this mapping activity and distribute Handout 2, *Map of Europe—Answer Key*, you might want to ask the students to label as many of the remaining European countries as possible.

Tell students that these 12 countries have decided to join together to form community. Point out to the students that each of these 12 countries has its own distinctive history and culture, but that they also have a lot of common elements of western civilization.

The following is a brief chronology of the main historical events that led to the formation of the European Community:



After two ruinous world wars, many European began to feel that the price of violent conflict had become too high and that war between European nations did not serve their individual interests any more. The first call for closer cooperation within a united Europe was sounded by Winston Churchill, who declared in 1946, "we must build a kind of United States of Europe."

Schuman Plan. On May 9, 1959, France's foreign minister Robert Schuman, proposes that the coal and steel industries of his country and West Germany be pooled together under a single organization. Short term goal: To make these industries more efficient, help to speed up the recovery of European economies after World War II, Long term goal: to reduce—if not eliminate—the danger of another war by increasing cooperation between former enemies.

Union of six. On April 18, 1951, Belgium, Italy, Luxembourg, and the Netherlands join France and Germany in creating the organization proposed by Schuman. The new organization, the **European Coal and Steel Community (ECSC)** is so successful that trade among the six members increases by 129% in five years.

Two more organizations. On March 25, 1957, the six ECSC members create two additional organizations: **The European Atomic Energy Community (EURATOM)** will seek to promote peaceful uses of nuclear energy. **The European Economic Community (EEC)** will work for the merger of separate national markets into one free European market.

Merger: On July 1, 1967, the three organizations (ECSC, EURATOM, and EEC) merge their separate offices into one institution. The global community begins referring to these groups as a single organization—calling them the **European Community**, or the **EC**.

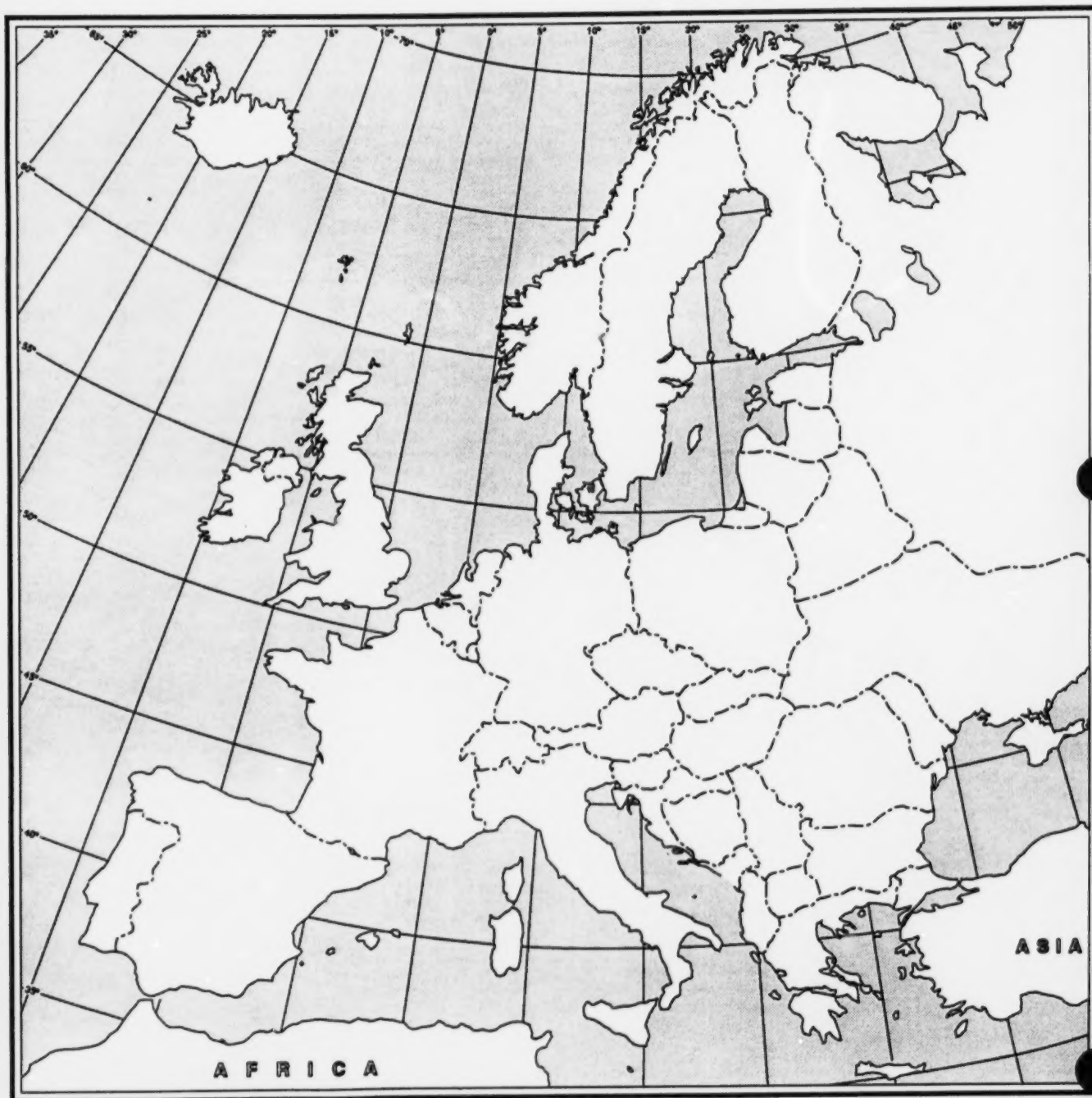
New members. On January 1, 1973, Denmark, Ireland, and the United Kingdom become members of the European Community. Greece joins in 1981, and Spain and Portugal are accepted into the European Community in 1986.

No internal borders. Since the end of 1992, "goods, persons, services, and capital" can, in theory, move freely from one Member State to another (some barriers remain but will soon be dismantled). In addition to economic cooperation and integration, the Member States have also agreed to greater political and social union. To reach that dream, the European Community must pay attention to history. The dream of a united Europe is as old as the Roman Empire. Throughout its history, however, Europe suffered from attempts to bring about such unity by force—at the cost of life, liberty, and property. This time, Europe is committed to the freedom and to the integrity of the individual Member States and their citizens.

The movement toward European integration has been an interesting case for studying how individual and independent states engage in a continuous dialogue, trying to accommodate one another's interests and reach decisions in which none will be disadvantaged.

orientation activity

HANDOUT 1: MAP OF EUROPE



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HANDOUT 2: MAP OF EUROPE—ANSWER KEY



Activity One

NATIONAL ANTHEMS

Teacher Introduction

Music and musical expression are employed to project many moods, and national songs take many different forms: national folk music identifies with the common people; national symphonies or other types of musical works identify with the more musical sophisticates. One of the most popular—and easily identified themes is Patriotism.

Every country through long usage, or through popular legislation creates a national song—a national anthem which is identified with that country. This national anthem, when played under certain circumstances, is capable of arousing a plenitude of emotions in the listener or performer—feelings of Pride, of Belonging, or of Loyalty.

This activity exposes students to various national anthems of European countries. After analyzing the anthems and the music, students will compose an anthem to express the idea of a European community of nations.



For this activity you will need a Compact Disc player. We recommend that you record the following national anthems onto an audio cassette:

1. National Anthem of Belgium:
Belgium's LA BRABANCONNE was inspired by the uprising of that country against the Dutch rule in 1830.
2. National Anthem of Germany:
Germany had Haydn's music with the words DEUTSCHLAND ÜBER ALLES, until it was replaced by the HORST WESSEL LIED during the Nazi Regime. Hitler's storm troopers marched and visited death upon all of Europe to the tune of this song. Following the defeat of Germany, it had no anthem from 1945 until 1950, when it readopted the former Haydn theme.

activity one

3. National Anthem of France:
LA MARSEILLAISE (1792) is the first true people's anthem, a symbol of the Revolution and evoking all the national sentiments of freedom, honor, and devotion to the mother country.
4. National Anthem of the United Kingdom (Great Britain):
Britain's GOD SAVE THE KING (QUEEN) dates from 1744 and is one of the oldest existing national anthems.

NATIONAL ANTHEMS OF EUROPEAN COUNTRIES

ACTIVITY CARD

National Anthems are often heard at special occasions such as official state visits by foreign politicians, or at international sports events. For instance at the Olympic Games held every four years, teams from all over the world compete with one another. At the end of each competition, the national anthems of the winners are played, usually followed by cheers from their fans.

As a team, listen to the music on your tape. You will listen to a selection of National Anthems from various European countries. Look at the resource cards for a translation of the lyrics of the anthems and discuss the following questions:

1. What is a National Anthem?
2. In what ways are the National Anthems you listened to (and others you might know) similar? Consider lyrics and melodies.
3. In what ways are the National Anthems you listened to different?
4. What other forms of music symbolize the idea of community? Think about different types of communities.

Briefly share with your group how you felt when you heard the United States of America's National Anthem.

GROUP TASK

Compose an anthem to express the idea of a European Community of nations. What values or beliefs do you want to express in your anthem? You may compose your own music or adapt a song you already know. Present your anthem of the European Community to the class.

NATIONAL ANTHEMS AND MUSIC OF EUROPEAN COUNTRIES

RESOURCE CARD (1 of 2)

La Brabançonne (Belgium)

Après des siècles d'esclavage,
Le Belge, sortant du tombeau,
A reconquis par son courage
Son nom, ses droits et son drapeau.
Et ta main, souveraine et fière,
Peuple désormais indompté,
Grave sur ta vieille bannière:
Le Roi, la Loi, La Liberté,
Grave sur ta vieille bannière:
Le Roi, la Loi, La Liberté,

From out of the tomb of bondage and slavery
Has Belgium at last risen free;
And has recovered by her bravery,
Her name, her flag, her liberty;
And by your hand undaunted and victorious
Since that day upholding your cause,
Is blazoned on your ancient banner glorious,
Your King, your freedom and your laws,
Is blazoned on your ancient banner glorious,
Your King, your freedom and your laws,

O dierbaar Belgie, o heilig land der vaadren,
onze ziel en ons hart zijn gewijd.
Aanvaard ons kracht en het bloed van ons aadren
wees ons doel in arbeid en in strijd.
Bloei, o land, in eendracht niet te breken,
Wee immer U zelf en ongeknicht
Het woord getrouw dat ge onbevreesd moogt spreken,
Voor Vorst, voor vrijheid en vorr recht,
Het woord getrouw dat ge onbevreesd moogt spreken,
Voor Vorst, voor vrijheid en vorr recht.

The Dutch text is a different text from the French

Germany

Einigkeit und Recht und Freiheit
für das Deutsche Vaterland!
Danach lasst uns alle streben
brüderlich mit Herz und Hand!
Einigkeit und Recht und Freiheit
sind des Glückes Unterpfand.
Blüh im Glanze dieses Glückes,
blühe Deutsches Vaterland;

Unity and right and freedom
for the German fatherland;
let us all pursue this purpose
brotherly, with heart and hands.
Unity and right and freedom
are the pawns of happiness.
Flourish in this blessing's glory
flourish, German fatherland.

Free translation

NATIONAL ANTHEMS AND MUSIC OF EUROPEAN COUNTRIES

RESOURCE CARD (2 of 2)

La Marseillaise (France)

Allons enfants de la Patrie,
Le jour de gloire est arrivé.
Contre nous, de la tyrannie,
L'étendard sanglant est levé,
l'étendard sanglant est levé.
Entendez-vous, dans les campagnes
Mugir ces farouches soldats.
Ils viennent jusque dans nos bras
égorgé vos fils, vos compagnes.

Aux armes citoyens!
Formez vos bataillons,
Marchons, marchons!
Qu'un sang impur
A breuve nos sillons

Amour sacré de la Patrie,
Conduis, soutiens no bras vengeurs.
Liberté, liberté chérie,
Combats avec tes défenseurs; (bis)
Sous nos drapeaux, que la victoire
Accoure à tes males accents;
Que tes ennemis expirants
Voient ton triomphe et notre gloire!

Aux armes citoyens!

Ye sons of France, awake to glory,
Hark, hark, what myriads bid you rise:
Your children, wives and grandsires hoary,
See their tears and hear their cries,
see their tears and hear their cries!
Shall hateful tyrants mischief breeding
With hireling hosts, a ruffian band
Affright and desolate the land,
While peace and liberty lie bleeding?

To arms, to arms, ye brave!
Th'avenging sword unsheathe!
March on! march on!
All hearts resolved
on victory or death.

O sacred love of France, undying,
Thavenging arm uphold and guide
Thy defenders, death defying,
Fight with Freedom at their side.
Soon thy sons shall be victorious
When the banner high is raised;
And thy dying enemies, amazed,
Shall behold thy triumph, great and
glorious.
To arms, to arms, ye brave!

God Save The Queen (Great Britain)

God save our gracious Queen,
Long live our noble Queen,
God save the Queen:
See her victorious,
Happy and glorious,
Long to reign over us:
God save the Queen

O Lord our God arise,
Scatter her enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all

NATIONAL ANTHEMS OF EUROPEAN COUNTRIES INDIVIDUAL REPORT

Name: _____

What is a National Anthem?

How do people use music within a community?

Activity Two _____

MONEY MAKES THE WORLD GO AROUND

This activity will introduce students to various European currencies. Students are asked to examine the currencies and think about the advantages and disadvantages of a single European currency. The group then makes a design proposal for a common currency.

MONEY MAKES THE WORLD GO AROUND ACTIVITY CARD

There are 12 individual currencies within the European Community, such as the British Pound, the German Mark, or the French Franc. All the Member States of the European Community have now decided to replace their individual currencies with one single currency.

As a team, examine the different kinds of currencies from the individual Member States of the European Community and discuss the following questions:

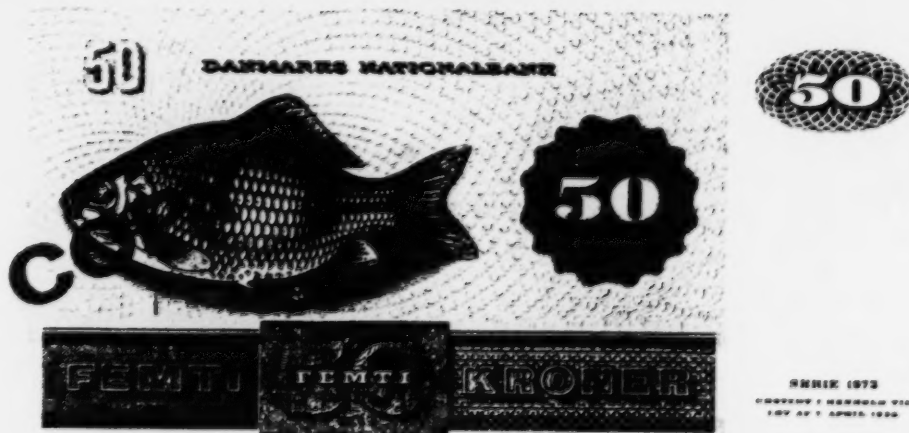
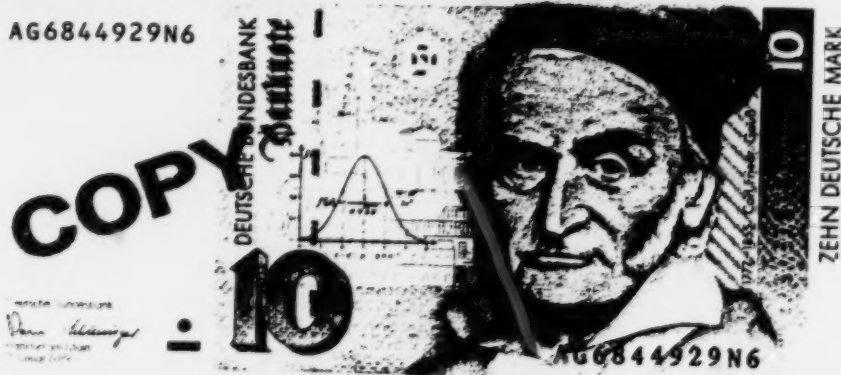
1. What are the similarities, and the differences among the various currencies?
2. What visual, cultural messages about each country are conveyed in the currency? What do these messages symbolize?
3. Make a chart that lists the advantages and the disadvantages of a common currency for the European Community.

GROUP TASK

Imagine you are part of an international team for the finance department of the European Community, with each member of your team coming from a different country. Your task is to come up with a design proposal for a common currency that is to be used throughout the Community. How would you present the idea of community? What are you going to call your currency? Present your proposal to the class.

MONEY MAKES THE WORLD GO AROUND

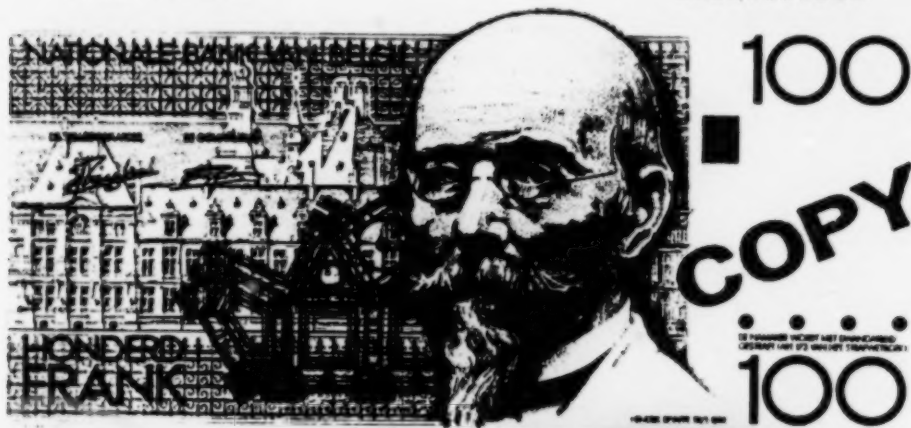
RESOURCE CARD (1 of 3)



MONEY MAKES THE WORLD GO AROUND
RESOURCE CARD (2 of 3)



MONEY MAKES THE WORLD GO AROUND
RESOURCE CARD (3 of 3)



**MONEY MAKES THE WORLD GO AROUND
INDIVIDUAL REPORT**

Name: _____

How can you show your beliefs and cultural values and who you are to the rest of your class?

How do you resolve the 12 national identities in one common currency?

Activity Three _____

CAUGHT BETWEEN TWO CULTURES

In this activity, students are introduced to the story of a Turkish family in Berlin, Germany. This segment of the story describes the difficulties of the young girl in a German school. Students are asked to think about possible conflicts created in a community of diverse cultures. Students then write a script that expresses the conflict of the young girl.

CAUGHT BETWEEN TWO CULTURES ACTIVITY CARD

The European Community is made up of twelve countries and is the home to people of many different nationalities. Many move from one Member Country to another within the Community. Others are immigrants to these countries and to the European Community. For these people and their children, the strain between maintaining their own cultural identity and integrating into a new one is often acute.

As a group read the text and examine the reproduction in this package. Discuss the following questions.

1. What is the conflict described in the text?
2. What are some of the problems immigrant families might have to face?
3. What could you do in **your** community (city, neighborhood, school) in order to improve understanding between members of different religious, cultural or political traditions?

GROUP TASK

As a group write a script that expresses the conflict of the Turkish student. Some of the possible roles could be: Turkish parent, daughter, son, German school teacher, German girl friend. Present your skit to the class.

CAUGHT BETWEEN TWO CULTURES

RESOURCE CARD #1 (1 of 2)

SOME THINGS GERMANS CANNOT UNDERSTAND - THE STORY OF A TURKISH FAMILY IN BERLIN

Ezrail's sister Hicran was sitting in the corner of the living room hiding herself behind a chair.

"What's wrong with her?," I asked.

"She needs a bathing suit," Ezrail responded. "Her class has swimming, and of course she can't go."

"Of course not. Why didn't she tell her teacher?"

"I did! I told her!" Hicran answered.

"And?"

"My teacher said that swimming is part of the curriculum and that all students will have to participate."

Hicran's German is not that good, and maybe she wasn't able to express herself and explain to her teacher that for Turkish girls it is impossible to wear a bathing suit in front of others. Over half of the class are boys.

"The German girls laughed at me," said Hicran.

"But you know that you can't wear a bathing suit," replied Ezrail, "so why do you still need one?"

"I don't want to wear it, I just want to show it to my teacher when she asks me tomorrow. Of course I couldn't do it, wearing a bathing suit and being almost naked in front of all the boys."

I suggested that Hicran should go with the rest of the class to the pool and then pretend to have a sore throat. If you have a sore throat, you can't go swimming.

But Ezrail didn't think that this was a good idea, because it would work only the first time. Nobody would believe his sister if she had a sore throat every time they went swimming.

"Stop crying," Ezrail said to Hicran. "Let me handle it".

It's good for little girls to have a big brother! On the next day, Ezrail went to see the school principal. He was a very nice man, and he stopped for Ezrail, though he had an important meeting to go to.

"My sister Hicran Ahmetoglo can't go swimming with the rest of her class, because that would ruin her whole life," Ezrail told the principal.

"Well, you'll have to explain that to me."

"It's a disgrace for a Turkish girl if other men see her naked, do you understand?"

activity three

CAUGHT BETWEEN TWO CULTURES RESOURCE CARD #1 (2 of 2)

"Not quite. What do you mean by naked?"

"Wearing a bathing suit is like being naked!"

"But what men are you talking about?"

"I mean all the boys in her class - they will become men. And no man would then marry my sister. Girls who do that will be shunned for the rest of their lives. She can't go, it's totally impossible!"

"All right", responded the principal, "each culture has its own customs, and it is important to respect them. I will tell her teacher so that Hicran will be released from swimming."

The principal took some notes, and Ezrail thanked him with a polite bow. Ezrail was proud that he could help his little sister, and all the other Turkish girls in the school were released from swimming.

.... We boys love swimming. Every summer all of the Turkish kids from our neighborhood went to the swimming pool.

Last fall the whole class went on a weekend field trip to the coast. I mean everybody except the Turkish girls. They couldn't come because their parents didn't allow them.

Saime Eraslam, who had been in Germany much longer than me, was so furious. "I am not allowed to do anything here," she complained to her best friend, Sabine Heidtmann. "I don't want to be like my mother. I want to be a German girl, like you. They are so lucky, they can do whatever they want to do. My parents should not expect me to do whatever they want me to do!"

I had never heard a Turkish girl talk like this.

"What do you mean?" I asked her.

"When I am fourteen years old, my parents want to send me back to Turkey. They say that is where I belong, that is my home. But I don't know what it's like there. I was three years old when my parents left Turkey and came to Berlin."

"Ezrail Ahmetoglu has been in Germany for only two years."

"Yes, but of course he can stay here in Germany if he wants to - he is a boy."

"Exactly!"

"My parents want me to stay with my grandparents in Istanbul. I don't even know them - can you imagine! And when I am fifteen years old...."

Saime stopped talking. I knew what she was going to say. I knew that when she is fifteen years old, she will marry a twenty-five-year old man from her village. That was agreed upon between his parents and Saime's parents a long time ago. Saime, of course, hasn't seen him. She was, like me, just ten years old.

Adapted from *Wir sind doch nicht vom Mond*, Rowohlt Taschenbuch Verlag.

CAUGHT BETWEEN TWO CULTURES RESOURCE CARD #2

Marseilles

"My father has lived here [in Marseilles, France] for 50 years. Every August he would take us on a big white ferryboat, the *Liberté* or the *Napoléon*, back to his native Oran in Algeria. I felt strangely at home there, the food, the cozy family life, speaking my native tongue, Arabic. ... I was born here [in France]. I can have French nationality. But I still keep my Algerian passport. Living here [in France], surrounded by a new culture, we work all the harder to guard our traditions. We even brought over an *imam* from a mosque in Algiers for reading the rites from the Koran. ... Sometimes I feel like that white ferryboat, sailing the blue sea in between [France and Algier]."

Malika Chafi, a young student from Marseilles, France

Excerpted from the National Geographic, July 1989



Imam: the prayer leader of a mosque rites: prayers

In a Renault plant near Paris an assembly-line worker prays alone. Islam is now France's second largest religion.

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**CAUGHT BETWEEN TWO CULTURES
INDIVIDUAL REPORT**

Name: _____

What are the problems immigrant families might have to face?

What would you do in your community (city, neighborhood, school, etc.) in order to improve understanding between members of different religious, cultural or political traditions?

Activity Four _____

NEWCOMERS AT THE GATE

Analyzing political cartoons and a text, students consider another important issue of a community, that of membership. They will discuss the question of whether and when the European Community should accept new members. Through a role play, students will then explore the motivations of individuals for trying to enter the European Community.

NEWCOMERS AT THE GATE ACTIVITY CARD

The European Community has reached a major crossroads. It will have to decide whether to expand their Community of 12 to as many as 20, 25, or even 30 members. Most of the new states now emerging in Eastern Europe will demand early entry into the European Community, which is sometimes referred to as the exclusive "Club Europe". Some of the Member States of the European Community believe that the admission of new states cannot be justified economically or politically.

Furthermore, many individuals, such as immigrants from other countries, are trying to enter into the European Community. This has created many tensions within the Community.

As a group, examine the reproductions in this package and read the text on the Resource Card. Discuss the following questions.

1. What are the messages of the political graphics?
2. What visual symbols are used to convey this message? What are the similarities and differences between the two graphics?
3. Why would a country want to become a member of the European Community? Why would the European Community be reluctant to welcome a new country?

GROUP TASK

You are not a citizen of one of the Member States of the European Community. When you were trying to enter the European Community, you were stopped by border guards of one of its Member States.

Before you can be admitted into the European Community, you have to plead your case. You are now appearing in court for a hearing and you have to explain your special situation to a panel.

As a group, write a script and present your skit to the class. Assign the following roles: judge, who presides over the panel; panel members; individual who was stopped by the border guards. Rotate your roles, so that each member of your group will have the opportunity to present his or her case.

NEWCOMERS AT THE GATE
RESOURCE CARD #1



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NEWCOMERS AT THE GATE
RESOURCE CARD #2



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NEWCOMERS AT THE GATE ACTIVITY CARD #3

Jon Moise, A Romanian Gypsy, sat on a dark, deserted platform in the railway station at Görlitz, a town on the German-Polish border, screaming at the German policemen in a language they could not understand, the wound from his suicide attempt still oozing.

He and 15 members of his extended family, including 3 children, had sneaked across the border earlier that day. They were demanding political asylum, the only words of German they knew.

Hans Ermlich, the policeman in charge, doubted they were true political refugees. Gypsies, he said, usually just wanted to roam, to beg in richer places and possibly to find work. But this family seemed determined to stay, as the slash marks across Moise's stomach suggested. Ermlich and the other officers debated what to do with this bedraggled group, huddled in the dank, steamy night, refusing to budge.

.....

The European Community is a magnet for millions of would-be immigrants from the poor east and south. The Community is trying, for better or worse, to devise ways of keeping them out. It is not going to be easy.

Exploding populations plus stagnant economies will force more and more North Africans to get to Europe by fair means or foul. According to one model used by the European Community, the Arab countries of the Mediterranean seaboard will have 100 million more mouths than they can easily feed by the year 2000.

Although members of the European Community have all fortified their frontiers against newcomers, the number of legal immigrants in Community countries rises by some 400,000 a year, for several reasons. One is the arrival of family members - wives, husbands, children, parents - of immigrants already there.

At present there are 8.2 million legal immigrants in the Community (2.5% of the population), most of them from North Africa, Turkey, Yugoslavia and the Indian subcontinents. But there are also about another 3 million without valid papers; reliable figures are obviously hard to come by. Commission experts reckon there could be about 500,000 illegal immigrants each in Spain and France. The number in Italy could double that.

Europeans, however, only reluctantly acknowledge a discomfiting paradox: immigrants may not be wanted, but they are needed. Many perform jobs Europeans no longer desire. And Western Europe's population is dwindling and rapidly aging. A new study concludes that France will need 315,000 new immigrants a year to maintain its current work force.

Another problem is the large increase in requests for political asylum. The figure of 400,000 does not include special groups like ethnic Germans from the Soviet Union, of whom 147,000 emigrated to Germany last year alone. Nor does it take into account of illegal immigration.

Excerpted from The Week in Germany, September 1992. The Week in Germany is a weekly publication of the German Information Center, New York. Reprinted by permission

**NEWCOMERS AT THE GATE
INDIVIDUAL REPORT**

Name: _____

Why would people want to leave their home countries and choose to move to the European Community?

Why would a country want to become a member of the European Community?

Activity Five _____

FIGHTING PROBLEMS COLLECTIVELY

Using photographs, students discuss how the European Community faces the challenge of protecting the environment. They will then discuss possible ways to fight this problem collectively. As a group, they create a poster about an environmental issue or theme.

FIGHTING PROBLEMS COLLECTIVELY ACTIVITY CARD

Communities, small and large, schools, cities, countries, in Europe, in America, and in other parts of the world, face the challenge of protecting their environment.

As a team, carefully examine the reproductions on your *Resource Cards* and discuss the following questions.

1. What is the problem and what has it caused?
2. How does this problem affect **you**? How does it affect **your** community?
3. How can these problems be solved? What can **you** do to solve the problem?
4. In what ways is this problem a universal problem?

GROUP TASK

Make a poster about an environmental issue or theme. You can choose between making a poster for the European Community, for the United Nations, or for your own community. The poster should communicate a strong message to your class. Create your own images and an effective slogan to get the attention of the class.

FIGHTING PROBLEMS COLLECTIVELY
RESOURCE CARD #1



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**FIGHTING PROBLEMS COLLECTIVELY
RESOURCE CARD #2**



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**FIGHTING PROBLEMS COLLECTIVELY
INDIVIDUAL REPORT**

Name: _____

How do the environmental problems affect your community?

What collective action is needed to solve environmental problems in your community and throughout the world?

Activity Six

DECISION MAKING AND THE EUROPEAN COMMUNITY

A graph is used to introduce students to the decision-making institutions of the European Community. Students will then think about how to balance individual interest and group interest within a community. After discussing how decisions are made in communities they are a member of, students will create a chart of the decision-making process of an ideal community

DECISION MAKING AND THE EUROPEAN COMMUNITY ACTIVITY CARD

The decision-making process of the European Community is extremely complex. Although the individual Member States of the European Community agreed to cooperate to make decisions and solve certain problems as a group, they are very reluctant to give up some of their individual rights. As in any community, the Member States of the European Community struggle with balancing the group interests and their individual interests.

As a group, examine the graph in this package and read the text on the resource card. Discuss the following questions.

1. How are decisions made in your family, your school, your country?
2. How are decisions made in the European Community?
3. How do you resolve differences of opinion in your classroom, your school, your country?
4. How do you balance individual interest and group interest in a community?

GROUP TASK

As a group, design a chart with creative symbols of the decision-making process of an ideal community. Remember certain characteristics of a community, such as: diversity, individual and group interest, and power and authority. Your chart should show how decisions are made in your community.

DECISION MAKING AND THE EUROPEAN COMMUNITY RESOURCE CARD

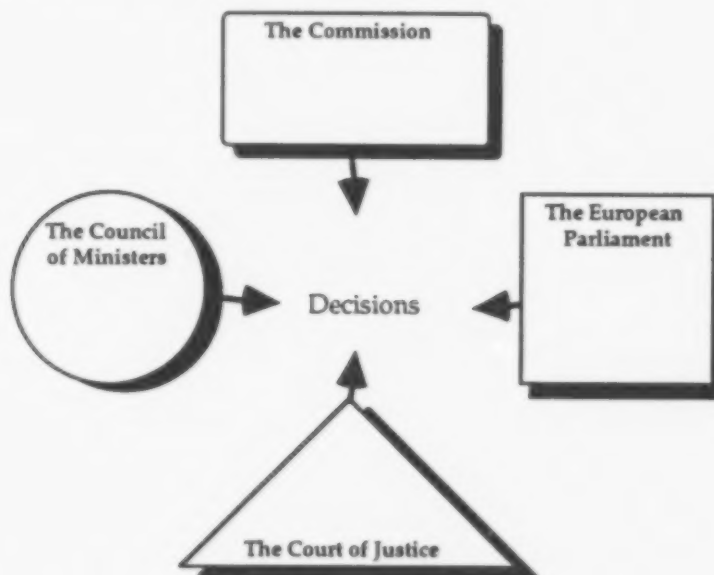
Like the United Nations, the European Community tries to build a just, peaceful and prosperous world. However, the European Community is unique because group institutions have been created where decisions are made for the group or community. These decisions are binding on each individual Member State.

The **Council of Ministers** is made up of representatives of the 12 Member States. It meets monthly to accept or reject legislation from the Commission. The members of the Council of Ministers represent the interests of the individual Member State.

The **European Commission** is appointed by the governments of the 12 Member States. There are 17 members of the Commission (two from each of the larger Member States). The Commission acts as the EC's executive branch, administering and proposing laws for the Community. The members of the Commission ("Commissioners") are there not to represent their own country's interests, but those of the Community as a whole.

The **European Parliament** debates Commission legislation. The 518 members are elected directly by the citizens of Europe. The European Parliament is mainly an advisory body on Community legislation.

The **Court of Justice** is the European Community's Supreme Court. The 13 judges appointed by the Member States rule on cases concerning legislation approved by the Commission. They also interpret treaties among the Member States. The court acts independently from the governments of the Member States. Judgments of the court are binding on each Member State.



DECISION MAKING AND THE EUROPEAN COMMUNITY
INDIVIDUAL REPORT

Name: _____

How do you resolve differences of opinion in a diverse community?

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NATIONAL ANTHEMS OF EUROPEAN COUNTRIES ACTIVITY CARD

National Anthems are often heard at special occasions such as official state visits by foreign politicians, or at international sports events. For instance at the Olympic Games held every four years, teams from all over the world compete with one another. At the end of each competition, the national anthems of the winners are played, usually followed by cheers from their fans.

As a team, listen to the music on your tape. You will listen to a selection of National Anthems from various European countries. Look at the resource cards for a translation of the lyrics of the anthems and discuss the following questions:

1. What is a National Anthem?
2. In what ways are the National Anthems you listened to (and others you might know) similar? Consider lyrics and melodies.
3. In what ways are the National Anthems you listened to different?
4. What other forms of music symbolize the idea of community? Think about different types of communities.

Briefly share with your group how you felt when you heard the United States of America's National Anthem.

GROUP TASK

Imagine you are part of an international team for the finance department of the European Community, with each member of your team coming from a different country. Your task is to come up with a design proposal for a common currency that is to be used throughout the Community. How would you present the idea of community? What are you going to call your currency? Present your proposal to the class.

MONEY MAKES THE WORLD GO AROUND

ACTIVITY CARD

There are 12 individual currencies within the European Community, such as the British Pound, the German Mark, or the French Franc. All the Member States of the European Community have now decided to replace their individual currencies with one single currency.

As a team, examine the different kinds of currencies from the individual Member States of the European Community and discuss the following questions:

1. What are the similarities, and the differences among the various currencies?
2. What visual, cultural messages about each country are conveyed in the currency? What do these messages symbolize?
3. Make a chart that lists the advantages and the disadvantages of a common currency for the European Community.

GROUP TASK

Imagine you are part of an international team for the finance department of the European Community, with each member of your team coming from a different country. Your task is to come up with a design proposal for a common currency that is to be used throughout the Community. How would you present the idea of community? What are you going to call your currency? Present your proposal to the class.

CAUGHT BETWEEN TWO CULTURES ACTIVITY CARD

The European Community is made up of twelve countries and is the home to people of many different nationalities. Many move from one Member Country to another within the Community. Others are immigrants to these countries and to the European Community. For these people and their children, the strain between maintaining their own cultural identity and integrating into a new one is often acute.

As a group read the text and examine the reproduction in this package. Discuss the following questions.

1. What is the conflict described in the text?
2. What are some of the problems immigrant families might have to face?
3. What could you do in **your** community (city, neighborhood, school) in order to improve understanding between members of different religious, cultural or political traditions?

GROUP TASK

As a group write a script that expresses the conflict of the Turkish student. Some of the possible roles could be: Turkish parent, daughter, son, German school teacher, German girl friend. Present your skit to the class.

NEWCOMERS AT THE GATE ACTIVITY CARD

The European Community has reached a major crossroads. It will have to decide whether to expand their Community of 12 to as many as 20, 25, or even 30 members. Most of the new states now emerging in Eastern Europe will demand early entry into the European Community, which is sometimes referred to as the exclusive "Club Europe". Some of the Member States of the European Community believe that the admission of new states cannot be justified economically or politically.

Furthermore, many individuals, such as immigrants from other countries, are trying to enter into the European Community. This has created many tensions within the Community.

As a group, examine the reproductions in this package and read the text on the Resource Card. Discuss the following questions.

1. What are the messages of the political graphics?
2. What visual symbols are used to convey this message? What are the similarities and differences between the two graphics?
3. Why would a country want to become a member of the European Community? Why would the European Community be reluctant to welcome a new country?

GROUP TASK

You are not a citizen of one of the Member States of the European Community. When you were trying to enter the European Community, you were stopped by border guards of one of its Member States.

Before you can be admitted into the European Community, you have to plead your case. You are now appearing in court for a hearing and you have to explain your special situation to a panel.

As a group, write a script and present your skit to the class. Assign the following roles: judge, who presides over the panel; panel members; individual who was stopped by the border guards. Rotate your roles, so that each member of your group will have the opportunity to present his or her case.

FIGHTING PROBLEMS COLLECTIVELY ACTIVITY CARD

Communities, small and large, schools, cities, countries, in Europe, in America, and in other parts of the world, face the challenge of protecting their environment.

As a team, carefully examine the reproductions on your *Resource Cards* and discuss the following questions.

1. What is the problem and what has it caused?
2. How does this problem affect **you**? How does it affect **your** community?
3. How can these problems be solved? What can **you** do to solve the problem?
4. In what ways is this problem a universal problem?

GROUP TASK

Make a poster about an environmental issue or theme. You can choose between making a poster for the European Community, for the United Nations, or for your own community. The poster should communicate a strong message to your class. Create your own images and an effective slogan to get the attention of the class.

DECISION MAKING AND THE EUROPEAN COMMUNITY ACTIVITY CARD

The decision-making process of the European Community is extremely complex. Although the individual Member States of the European Community agreed to cooperate to make decisions and solve certain problems as a group, they are very reluctant to give up some of their individual rights. As in any community, the Member States of the European Community struggle with balancing the group interests and their individual interests.

As a group, examine the graph in this package and read the text on the resource card. Discuss the following questions.

1. How are decisions made in your family, your school, your country?
2. How are decisions made in the European Community?
3. How do you resolve differences of opinion in your classroom, your school, your country?
4. How do you balance individual interest and group interest in a community?

GROUP TASK

As a group, design a chart with creative symbols of the decision-making process of an ideal community. Remember certain characteristics of a community, such as: diversity, individual and group interest, and power and authority. Your chart should show how decisions are made in your community.

NATIONAL ANTHEMS AND MUSIC OF EUROPEAN COUNTRIES

RESOURCE CARD (1 of 2)

La Brabançonne (Belgium)

Après des siècles d'esclavage,
Le Belge, sortant du tombeau,
A reconquis par son courage
Son nom, ses droits et son drapeau.
Et ta main, souveraine et fière,
Peuple désormais indompté,
Grave sur ta vieille bannière:
Le Roi, la Loi, La Liberté,
Grave sur ta vieille bannière:
Le Roi, la Loi, La Liberté,

From out of the tomb of bondage and slavery
Has Belgium at last risen free;
And has recovered by her bravery,
Her name, her flag, her liberty;
And by your hand undaunted and victorious
Since that day upholding your cause,
Is blazoned on your ancient banner glorious,
Your King, your freedom and your laws,
Is blazoned on your ancient banner glorious,
Your King, your freedom and your laws,

O dierbaar Belgie, o heilig land der vaadren,
onze ziel en ons hart zijn gewijd.
Aanvaard ons kracht en het bloed van ons aadren
wees ons doel in arbeid en in strijd.
Bloei, o land, in eendracht niet te breken,
Wee immer U zelf en ongeknecht
Het woord getrouw dat ge onbevreesd moogt spreken,
Voor Vorst, voor vrijheid en vorr recht,
Het woord getrouw dat ge onbevreesd moogt spreken,
Voor Vorst, voor vrijheid en vorr recht.

The Dutch text is a different text from the French

Germany

Einigkeit und Recht und Freiheit
für das Deutsche Vaterland!
Danach lasst uns alle streben
brüderlich mit Herz und Hand!
Einigkeit und Recht und Freiheit
sind des Glückes Unterpfand.
Blüh im Glanze dieses Glückes,
blühe Deutsches Vaterland;

Unity and right and freedom
for the German fatherland;
let us all pursue this purpose
brotherly, with heart and hands.
Unity and right and freedom
are the pawns of happiness.
Flourish in this blessing's glory
flourish, German fatherland.

Free translation

NATIONAL ANTHEMS AND MUSIC OF EUROPEAN COUNTRIES

RESOURCE CARD (2 of 2)

La Marseillaise (France)

Allons enfants de la Patrie,
Le jour de gloire est arrivé.
Contre nous, de la tyrannie,
L'étendard sanglant est levé,
l'étendard sanglant est levé.
Entendez-vous, dans les campagnes
Mugir ces farouches soldats.
Ils viennent jusque dans nos bras
égorger vos fils, vos compagnes.

Aux armes citoyens!
Formez vos bataillons,
Marchons, marchons!
Qu'un snag impur
A breuve nos sillons

Amour sacré de la Patrie,
Conduis, soutiens no bras vengeurs.
Liberté, liberté chérie,
Combats avec tes défenseurs; (bis)
Sous nos drapeaux, que la victoire
Accoure à tes males accents;
Que tes ennemis expirants
Voient ton triomphe et notre gloire!

Aux armes citoyens!

Ye sons of France, awake to glory,
Hark, hark, what myriads bid you rise:
Your children, wives and grandsires hoary,
See their tears and hear their cries,
see their tears and hear their cries!
Shall hateful tyrants mischief breeding
With hireling hosts, a ruffian band
Affright and desolate the land,
While peace and liberty lie bleeding?

To arms, to arms, ye brave!
Th'avenging sword unsheathe!
March on! march on!
All hearts resolved
on victory or death.

O sacred love of France, undying,
Thavenging arm uphold and guide
Thy defenders, death defying,
Fight with Freedom at their side.
Soon thy sons shall be victorious
When the banner high is raised;
And thy dying enemies, amazed,
Shall behold thy triumph, great and
glorious.
To arms, to arms, ye brave!

God Save The Queen (Great Britain)

God save our gracious Queen,
Long live our noble Queen,
God save the Queen:
See her victorious,
Happy and glorious,
Long to reign over us:
God save the Queen

O Lord our God arise,
Scatter her enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all

CAUGHT BETWEEN TWO CULTURES

RESOURCE CARD #1 (1 of 2)

SOME THINGS GERMANS CANNOT UNDERSTAND - THE STORY OF A TURKISH FAMILY IN BERLIN

Ezrail's sister Hicran was sitting in the corner of the living room hiding herself behind a chair.

"What's wrong with her?" I asked.

"She needs a bathing suit," Ezrail responded. "Her class has swimming, and of course she can't go."

"Of course not. Why didn't she tell her teacher?"

"I did! I told her!" Hicran answered.

"And?"

"My teacher said that swimming is part of the curriculum and that all students will have to participate."

Hicran's German is not that good, and maybe she wasn't able to express herself and explain to her teacher that for Turkish girls it is impossible to wear a bathing suit in front of others. Over half of the class are boys.

"The German girls laughed at me," said Hicran.

"But you know that you can't wear a bathing suit," replied Ezrail, "so why do you still need one?"

"I don't want to wear it, I just want to show it to my teacher when she asks me tomorrow. Of course I couldn't do it, wearing a bathing suit and being almost naked in front of all the boys."

I suggested that Hicran should go with the rest of the class to the pool and then pretend to have a sore throat. If you have a sore throat, you can't go swimming.

But Ezrail didn't think that this was a good idea, because it would work only the first time. Nobody would believe his sister if she had a sore throat every time they went swimming.

"Stop crying," Ezrail said to Hicran. "Let me handle it".

It's good for little girls to have a big brother! On the next day, Ezrail went to see the school principal. He was a very nice man, and he stopped for Ezrail, though he had an important meeting to go to.

"My sister Hicran Ahmetoglo can't go swimming with the rest of her class, because that would ruin her whole life," Ezrail told the principal.

"Well, you'll have to explain that to me."

"It's a disgrace for a Turkish girl if other men see her naked, do you understand?"

CAUGHT BETWEEN TWO CULTURES

RESOURCE CARD #1 (2 of 2)

"Not quite. What do you mean by naked?"

"Wearing a bathing suit is like being naked!"

"But what men are you talking about?"

"I mean all the boys in her class - they will become men. And no man would then marry my sister. Girls who do that will be shunned for the rest of their lives. She can't go, it's totally impossible!"

"All right", responded the principal, "each culture has its own customs, and it is important to respect them. I will tell her teacher so that Hicran will be released from swimming."

The principal took some notes, and Ezrail thanked him with a polite bow. Ezrail was proud that he could help his little sister, and all the other Turkish girls in the school were released from swimming.

.... We boys love swimming. Every summer all of the Turkish kids from our neighborhood went to the swimming pool.

Last fall the whole class went on a weekend field trip to the coast. I mean everybody except the Turkish girls. They couldn't come because their parents didn't allow them.

Saime Eraslam, who had been in Germany much longer than me, was so furious. "I am not allowed to do anything here," she complained to her best friend, Sabine Heidtmann. "I don't want to be like my mother. I want to be a German girl, like you. They are so lucky, they can do whatever they want to do. My parents should not expect me to do whatever they want me to do!"

I had never heard a Turkish girl talk like this.

"What do you mean?" I asked her.

"When I am fourteen years old, my parents want to send me back to Turkey. They say that is where I belong, that is my home. But I don't know what it's like there. I was three years old when my parents left Turkey and came to Berlin."

"Ezrail Ahmetoglu has been in Germany for only two years."

"Yes, but of course he can stay here in Germany if he wants to - he is a boy."

"Exactly!"

"My parents want me to stay with my grandparents in Istanbul. I don't even know them - can you imagine! And when I am fifteen years old...."

Saime stopped talking. I knew what she was going to say. I knew that when she is fifteen years old, she will marry a twenty-five-year old man from her village. That was agreed upon between his parents and Saime's parents a long time ago. Saime, of course, hasn't seen him. She was, like me, just ten years old.

Adapted from Wir sind doch nicht vom Mond, Rowohlt Taschenbuch Verlag.

NEWCOMERS AT THE GATE
RESOURCE CARD #1



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NEWCOMERS AT THE GATE ACTIVITY CARD #3

Jon Moise, A Romanian Gypsy, sat on a dark, deserted platform in the railway station at Görlitz, a town on the German-Polish border, screaming at the German policemen in a language they could not understand, the wound from his suicide attempt still oozing.

He and 15 members of his extended family, including 3 children, had sneaked across the border earlier that day. They were demanding political asylum, the only words of German they knew.

Hans Ermlich, the policeman in charge, doubted they were true political refugees. Gypsies, he said, usually just wanted to roam, to beg in richer places and possibly to find work. But this family seemed determined to stay, as the slash marks across Moise's stomach suggested. Ermlich and the other officers debated what to do with this bedraggled group, huddled in the dank, steamy night, refusing to budge.

.....

The European Community is a magnet for millions of would-be immigrants from the poor east and south. The Community is trying, for better or worse, to devise ways of keeping them out. It is not going to be easy.

Exploding populations plus stagnant economies will force more and more North Africans to get to Europe by fair means or foul. According to one model used by the European Community, the Arab countries of the Mediterranean seaboard will have 100 million more mouths than they can easily feed by the year 2000.

Although members of the European Community have all fortified their frontiers against newcomers, the number of legal immigrants in Community countries rises by some 400,000 a year, for several reasons. One is the arrival of family members - wives, husbands, children, parents - of immigrants already there.

At present there are 8.2 million legal immigrants in the Community (2.5% of the population), most of them from North Africa, Turkey, Yugoslavia and the Indian subcontinents. But there are also about another 3 million without valid papers; reliable figures are obviously hard to come by. Commission experts reckon there could be about 500,000 illegal immigrants each in Spain and France. The number in Italy could double that.

Europeans, however, only reluctantly acknowledge a discomfiting paradox: immigrants may not be wanted, but they are needed. Many perform jobs Europeans no longer desire. And Western Europe's population is dwindling and rapidly aging. A new study concludes that France will need 315,000 new immigrants a year to maintain its current work force.

Another problem is the large increase in requests for political asylum. The figure of 400,000 does not include special groups like ethnic Germans from the Soviet Union, of whom 147,000 emigrated to Germany last year alone. Nor does it take into account of illegal immigration.

Excerpted from The Week in Germany, September 1992. The Week in Germany is a weekly publication of the German Information Center, New York. Reprinted by permission

DECISION MAKING AND THE EUROPEAN COMMUNITY RESOURCE CARD

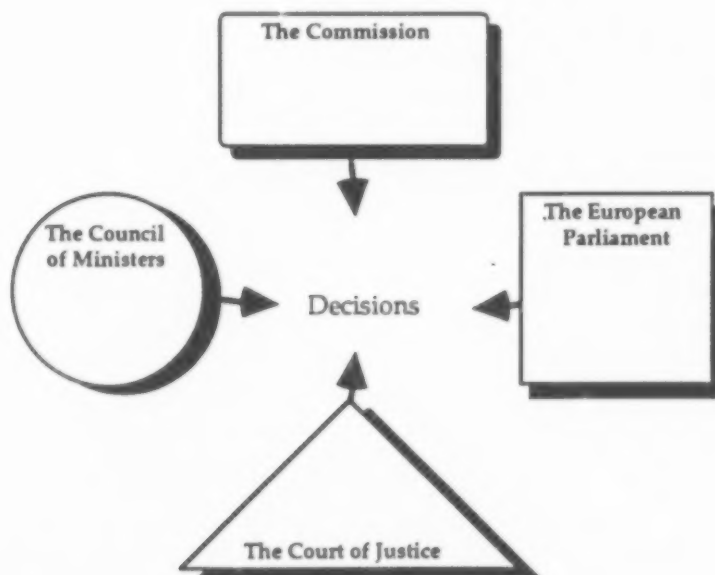
Like the United Nations, the European Community tries to build a just, peaceful and prosperous world. However, the European Community is unique because group institutions have been created where decisions are made for the group or community. These decisions are binding on each individual Member State.

The Council of Ministers is made up of representatives of the 12 Member States. It meets monthly to accept or reject legislation from the Commission. The members of the Council of Ministers represent the interests of the individual Member State.

The European Commission is appointed by the governments of the 12 Member States. There are 17 members of the Commission (two from each of the larger Member States). The Commission acts as the EC's executive branch, administering and proposing laws for the Community. The members of the Commission ("Commissioners") are there not to represent their own country's interests, but those of the Community as a whole.

The European Parliament debates Commission legislation. The 518 members are elected directly by the citizens of Europe. The European Parliament is mainly an advisory body on Community legislation.

The Court of Justice is the European Community's Supreme Court. The 13 judges appointed by the Member States rule on cases concerning legislation approved by the Commission. They also interpret treaties among the Member States. The court acts independently from the governments of the Member States. Judgments of the court are binding on each Member State.



MONEY MAKES THE WORLD GO AROUND

RESOURCE CARD (1 of 3)

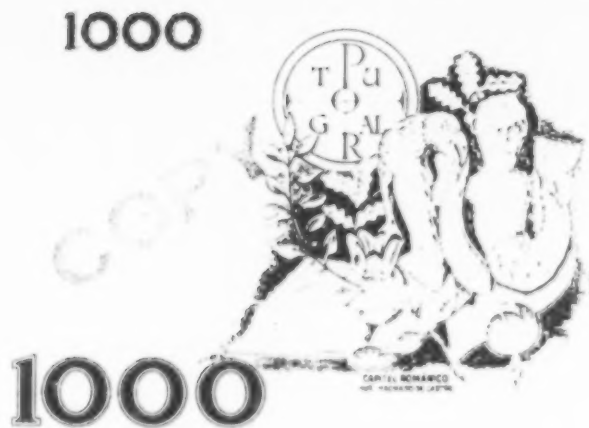


MONEY MAKES THE WORLD GO AROUND
RESOURCE CARD (2 of 3)



activity two

MONEY MAKES THE WORLD GO AROUND
RESOURCE CARD (3 of 3)



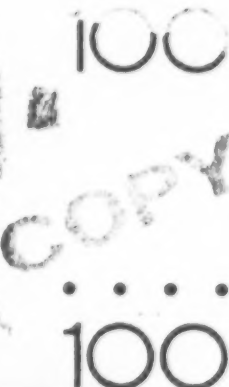
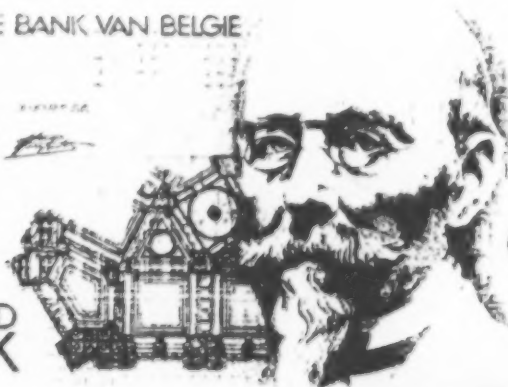
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NATIONALE BANK VAN BELGIE

HONDERD FRANK

HONDERD FRANK



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amsterdam 25 april 1968
secretaris president

COPY

de nederlandse

TIEN GULDEN

10

CAUGHT BETWEEN TWO CULTURES

RESOURCE CARD #2

Marseilles

"My father has lived here [in Marseilles, France] for 50 years. Every August he would take us on a big white ferryboat, the *Liberté* or the *Napoléon*, back to his native Oran in Algeria. I felt strangely at home there, the food, the cozy family life, speaking my native tongue, Arabic. ... I was born here [in France]. I can have French nationality. But I still keep my Algerian passport. Living here [in France], surrounded by a new culture, we work all the harder to guard our traditions. We even brought over an *imam* from a mosque in Algiers for reading the rites from the Koran. ... Sometimes I feel like that white ferryboat, sailing the blue sea in between [France and Algier]."

Malika Chafi, a young student from Marseilles, France

Excerpted from the National Geographic, July 1989



In a Renault plant near Paris an assembly-line worker prays alone. Islam is now France's second largest religion.

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Imam: the prayer leader of a mosque rites: prayers

NEWCOMERS AT THE GATE
RESOURCE CARD #2



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**FIGHTING PROBLEMS COLLECTIVELY
RESOURCE CARD #1**



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FIGHTING PROBLEMS COLLECTIVELY
RESOURCE CARD #2



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